

of the college. The chief student officer, the moderator, is a legal member of the board of fellows during his period of office. As such he has full voting power and an equal voice with the other eight members. Needless to say, this is a grave responsibility for a student, since his vote may have a decided weight in making an appointment to the faculty or in determining financial policy which affects the whole community.

Community problems are brought to the general community meetings for discussion and in so far as possible for settlement. These meetings, attended by all members of the staff, their families, and the students, are in character much like the New England town meeting. Anyone who feels he has something that should be said is expected to speak, and his words are weighed according to their worth, not according to the age or reputation of the speaker. Decisions are based on a consensus of opinion.

Aims of Education

The foregoing remarks should give some idea of the meaning of the stated aim of the college: to educate a student as a person and as a citizen. There are certain broad areas in human experience: the intellectual, the esthetic, the practical, the social and political, the religious. In most American colleges all but the first of these are generally ignored. Undoubtedly the intellectual education of a student is of major importance; and unfortunately even that takes longer than a brief four years, following a somewhat inadequate high school background, will permit. But a wider training is necessary today. In a college where the life approximates that of a normal community (in the variety of practical activities, and in the interdependence of associates of different ages and backgrounds, ranging from faculty children to elderly people and students from abroad), a student gets much basic social and political experience from the life itself, and this is of great importance in the education of citizens in these times.

This ease of communication between faculty and student is not an educational ideal imposed on principle. It is inherent in the life of the college community, where students and faculty eat together in a common dining room and share the work of serving themselves. According to their abilities they participate together in concerts, plays, and radio programs, in sawing wood for the community furnaces, entertaining college guests, interviewing prospective students, helping to raise money to meet deficits, and in the thousand and one tasks incidental to running the college. Living and studying are thus two aspects of one unified educational process.

I do not suggest — it would be too naive — that varied experiences in themselves educate in the higher sense. Life gives such opportunities to most people, and it is the business of a liberal arts college to render a student “expert *beyond* experience.” As Roger